Planning Programs

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Planning Programs

**Learning Objectives**

By the end of the training, you will be able to:

- Describe a problem based on population health data, community needs, risk factors and subgroups affected.
- Plan a program to address the health problem.

**Estimated Completion Time**

- 6 hours, 30 minutes *(4 hours interactive presentation; 2 hours, 35 minutes Skill Assessment)*

**References and Resources**

- Analyzing Problems for Health Risk Factors
  [http://www.uic.edu/sph/prepare/courses/ph420/resources/pt2analysis.htm](http://www.uic.edu/sph/prepare/courses/ph420/resources/pt2analysis.htm)
- The Community Guide. [http://www.thecommunityguide.org](http://www.thecommunityguide.org)
- The Community Toolbox. [http://ctb.ku.edu](http://ctb.ku.edu)
- ‘Force Field Analysis’
  [http://www.mindtools.com/pages/article/newTED_06.htm](http://www.mindtools.com/pages/article/newTED_06.htm)
- ‘Public Health Information and Data Tutorial’
**Slide 1: Learning Objectives**

By the end of the training, you will be able to:
- Describe a health problem based on population health data, community needs, risk factors and subgroups affected.
- Plan a program to address the health problem.

**Slide 2: Learning Overview**

- How program planning fits into the public health management cycle
- Define a “program”
- Describe a problem
- Steps for developing a program to address health problem

**Slide 3: Public Health Management Cycle**

- Formulate Objectives
- Implement Interventions
- Measure Impact
- Revise Program
What is a Program?
- A series of activities supported by a group of resources intended to achieve specific outcomes among particular individuals, groups and communities
- Can be a community intervention, field project, or anything with an intended outcome

Define the Problem
- Assess population health data
- Assess community needs
- Analyze data and needs by identifying and ranking risk factors and subgroups

Assess Population Health Data
- Review surveillance data, survey results, health records, etc., to identify:
  - Incidence, prevalence, mortality rates, risk factors
  - Distribution of a health issue in terms of person, place and time
Example of Population Health Data

- **Health issue:** Heart disease in Country X
- **Mortality:** Studies in North Region showed that 40% of deaths are related to heart disease
- **Prevalence:** 35% of adults > 18 years have heart disease
- **Risk Factors:** High cholesterol, high blood pressure, tobacco use, secondhand smoke, poor diet, family history

Specific Examples of Population Health Data

- 36% of adults reported no leisure time or physical activity
- 79% of adults reported consuming less than five servings of fruits and vegetables daily
- 2008 Youth Global Tobacco Survey: 78% of students in North Region responded that they have at least one parent who smoked in the house; 50% of students reported being exposed to smoke outside the home
- 2008 Adult Global Tobacco Survey: 23% of adults believe exposure to tobacco smoke causes heart disease and lung cancer; 26% of adults believe exposure to tobacco smoke causes lung illnesses in children; 47% of non-smokers (mainly women) are exposed to secondhand smoke

**Key Point:** This is only a sample of data. You may need to collect additional data on other factors like diet or blood pressure based on information stakeholders may give.

Assess Community Needs

- Ask community members and stakeholders:
  - Importance of health issue
  - Who is affected by health issue
  - Why health issue exists
Example of Community Needs

- Do not consider heart disease as main health issue.
- Smoking is a growing epidemic among youth.
- Secondhand smoke is an issue community can do something about.
- Poor diet is directly related to heart disease, but have less control or influence over it.

Identify and Rank Risk Factors

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Key Point: To determine degree of importance, decide how strongly the risk factor influences the health issue. To determine the degree of changeability, decide how likely it is that significant changes can be made in the risk factor.

Example of Ranking Risk Factors

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<td></td>
<td>Secondhand smoke</td>
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<td>Less Changeable</td>
<td>Tobacco use</td>
<td>Diet</td>
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<td>High cholesterol</td>
<td>High blood pressure</td>
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Key Point: If the health issue IS a risk factor, such as alcohol use, and it has already been decided that a program needs to be developed to address alcohol use, you do not need to use the ranking tool.
Key Point: The problem statement helps to focus the program that you are planning. You will use information assessed from health data, the community, risk factor and subgroup rankings to come up with yours.
Sample Health Problem Statement

In 2008, 75% of students in the North Region reported having at least one parent who smoked in the home.

WHO? WHAT? WHERE? WHEN? HOW MUCH?

Plan a Program: Figure 1

Create a program goal
Develop long-term objectives
Identify and rank contributing factors
Develop an intervention
Develop medium & short-term objectives
Develop an implementation plan
Plan for Evaluation

Create a Program Goal

Example:
Reduce exposure to secondhand tobacco smoke.
- A generalized statement of the result or achievement to which the program is directed
- What needs to be accomplished to address the health problem
**Key Point:** Remember the “SMART” acronym when developing goals!
**Identify and Rank Contributing Factors**

- Factors that tend to make individuals more or less likely to adopt healthy as opposed to risky behaviors/lifestyles, or approve of or accept particular environmental conditions.
- Requires a thorough understanding of the research and scientific evidence.

**Example: Identify and Rank Contributing Factors**

Problem: In 2008, 75% of students in the North Region reported having at least one parent who smoked in the home.

**Contributing Factors:** Easy access, low cost, lack of knowledge, social norms.

**Key Point:** Risk factors help you understand the problem. Contributing factors help you focus your program planning as they indicate which factors could have the greatest effect on your objective. Also think about importance and changeability when ranking contributing factors.

**Identify and Rank Contributing Factors Table**

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Key Point: Choose an intervention that is linked to your program goal and short-term objectives. Remember that these steps are iterative and may be done out of the order shown.
Key Point: A health strategy is a general plan of action for affecting a health problem. The strategy you choose will be based on the contributing factor that was most changeable and most important.
Key Point: To have a significant impact on the contributing factors of a health problem, you will often need to implement a combination of health strategies at the educational, environmental, behavioral and/or policy levels.
Compare Interventions

- Culture
- Audience
- Setting or organizational capacity to implement it
- Program goals and objectives
- Delivery methods used in your organization

Example of Comparing Interventions

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<th>Criteria</th>
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<tr>
<td>Delivery Methods</td>
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Adapt or Create an Intervention

- Not typically “one-size-fits-all”
- May be more efficient and cost-effective to adapt an existing intervention than to create one
- Create an intervention if there is no current intervention that is a good fit for your target audience, program goals and objectives, etc.
  - Consider leadership support, feasibility and availability of program champion
Plan a Program: Figure 3

Key Point: The process objective needs to be SMART just like the short-term objective, and if the program is large, more than one should be developed.

Develop Medium-Term and Short-Term Objectives

- Benchmarks of your program
- Should clearly describe what you expect your program to accomplish
- Medium-term objective: behavior or policy change, typically within 3-5 years
- Short-term objective: knowledge, skills, attitude, or awareness change, typically within 1-3 years

Example of Medium-Term and Short-Term Objectives

- **Long-term objective:** By the end of 2020, reduce prevalence of adult smokers in the home by 25%.
- **Intervention:** Marketing campaign about the dangers of secondhand smoke
- **Medium-term objective:** By 2015, the number of smoke-free homes will increase by 15%.
- **Short-term objective:** By 2013, increase awareness of, and exposure to messages about the hazards of SHS by 25%.
### Key Point:
An implementation plan involves: 1) identifying and addressing potential barriers to implementation, 2) developing a work plan, and 3) developing a communication plan.

### Identify and Address Potential Barriers
- **What are they?**
  - Resources
  - Time
  - Political support
  - Economics
- **How can we overcome them?**

### Key Point:
Limited resources may require you to consider shortening the length of the intervention or find additional funding and support.

### Develop a Work Plan
- **What is the project deliverable?**
- **What activities and tasks need to be completed?**
- **Who will be responsible for each task?**
- **When will each task take place, and for how long?**
- **What resources (i.e., money, staff) are needed to carry out each task?**

### Key Point:
A project deliverable is a specific, tangible product or service that the project will deliver.
Example of a Work Plan

- **Long-term Objective:** By the end of 2025, reduce prevalence of adult smokers in the home by 25%.
- **Medium-term Objective:** By 2020, the number of smoke-free homes will increase by 15%.
- **Short-term Objective:** By 2019, increase awareness of smoke-free messages distributed to the families at 25%.

**Project Manager:** J. Johnson

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Using a Gantt Chart

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Communication Plan

- What needs to be communicated?
- Who is the target of the communication?
- What is the purpose of the communication?
- How often is the communication needed?
- What is the method or location of communication?
- Who is responsible for creating / delivering the communication?
- When should the communication take place?
Key Point: Planning and evaluating should be done concurrently, rather than one after the other.

Plan for Evaluation Questions

- What will you evaluate?
- When will you evaluate?
- What type of data will you need?
- How will you get the data?
- How will you organize and interpret the data?
**Review: Questions 1-2**

1. What tasks should you perform to help develop a health problem statement?

2. What are the five questions a problem statement should answer?

**Review: Questions 3-4**

3. How would you define a program goal?

4. When creating objectives, what does SMART stand for?
Review: Questions 5-6
5. What is an example of a long-term objective if a long-term goal is to reduce the mortality rate of CVD in adults?
6. What is the criteria you can use to rank contributing factors?

Review: Questions 7-9
7. What are the 4 steps you learned today about selecting a health program?
8. What are 3 types of health strategies?
9. What does developing an implementation plan involve?

Skill Assessment
1. You will work in small groups to complete the assessment
2. You will read background information about a health issue and then use the worksheets in your participant guide to complete the steps to planning programs
3. You will spend approximately 2 hours completing the assessment
Instructions:

Read the information below and work with your group to complete the worksheets on the following slides.

Obesity has been a growing concern in the South Central Region for the past 5 years. A health study was conducted in 2009 to assess children between ages 2–18. It was found that within this age group 34% of the children were overweight and 26% were obese. In previous years, the percentage of obese children was 11%, 14%, 18% and 22%, showing a steady increase in prevalence. In addition, 8% of obese children in 2009 are diabetic, with another 25% as prediabetic.

In speaking with community members and stakeholders, you learn that obesity has been a difficult health problem to address. Overweight and obese children typically live in homes where parents are also overweight and obese. Many parents lack the education about the health effects of obesity. The community is concerned that obesity will lead to diabetes and cardiovascular diseases when these children reach adulthood. Although this epidemic is affecting all children and even adults, interviews with community members and stakeholders showed that an intervention would be most effective if targeted to school-aged children, specifically ages 5–11. The community believed that teachers can have the most influence on this group, especially the younger children, by helping to increase the amount of daily physical activity.

Some factors contributing to the obesity epidemic in the region are:

- Healthy foods are not accessible to parents.
- Healthy foods cost more than high calorie foods.
- The number of new “fast-food” establishments has increased 18% in the last 2 years.
- Students average less than 1 hour a week of physical education and recess time.
- The two playgrounds in the area have old and unsafe equipment.

In your research of existing evidence-based programs, you learned the following:

- Port Town, in the Coastal Region, initiated a local fitness initiative funded primarily by local business leaders. The initiative provided after school sports programs for children ages 9–15. After 2 years of implementation, the percentage of children identified as overweight in Port Town decreased by 5%.

- In a neighboring country, the director of education implemented a Get Out and Play initiative for students ages 11–15. The program provided teachers, parents, and students with educational materials about physical activities to be performed at recess, in class, and after school. After the first year, the percentage of children
classified as overweight decreased by 10%. Interestingly, a review of school records showed that students’ grades increased during this same time period. Focus groups with teachers found that the results could have been higher if they had received adequate training.

The South Region implemented a program that was to provide new playground equipment for 5 parks within the region. 10% of funding was to be provided by the Ministry of Health and 90% of funding was to be provided by Bigco Industries. Financial difficulties at Bigco Industries resulted in Bigco only providing 35% of the promised funds. Only 2 of the 5 parks received new equipment.
### Program Planning Worksheet

**Assess and Analyze Public Health Needs**

1. **Summarize the health issue based on the health data:**

2. **Summarize the health issue based on information from the community and stakeholders:**

3. **Identify risk factors and, if necessary, rank by their importance and the potential change that you can make on them:**

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4. **Identify subgroups at risk and if necessary, rank by using factors such as impact, influence and accessibility:**

5. **Write a health problem statement (include the what, who, where, when, and how much):**
Plan a Program

1. Create a program goal:

2. Develop long-term objectives to achieve the program goal:

3. Identify and rank contributing factors:

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4. Develop an intervention:
   a. Determine a health strategy or strategies (behavioral/educational, environmental and/or policy):
   
   b. Research existing evidence-based interventions. Summarize your results below, focusing on your top-priority contributing factor:
      In this Skills Assessment, you do not have to summarize the research.

   c. Compare and critique interventions. (Use criteria such as culture, target audience, organizational capacity, program goals, objectives, and delivery methods). Describe your conclusions below:
### Plan a Program

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<th>Get Out and Play</th>
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**d. Adapt or create an intervention.** *(Describe the intervention you have selected including the rationale.):*

5. **Develop (SMART) medium-term and short-term objectives that describe what the intervention will accomplish in the next 3–5 years and 1–3 years:**

6. **Develop an implementation plan.**
   - a. **Describe potential barriers to implementation and how to address them:**
   
   b. **Develop a Work Plan** *(use attached worksheet)*
   
   c. **Develop a Communication Plan** *(use attached worksheet)*
Plan a Program

7. Plan for evaluation.

Describe how you will plan for evaluation by answering as many of the following questions as you can:

- What will you evaluate?

- When will you evaluate?

- What type of data will you need?

- How will you get the data?
Work Plan

Long-term Objectives: ________________________________________________________________

Medium-term Objectives: ____________________________________________________________

Short-term Objectives: _______________________________________________________________

Project Manager: ____________________________________________   Today’s Date: __________

(For the purposes of this Skill Assessment, assume the people in your group will be on your project team. Record 2 to 3 tasks.)

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# Communication Plan

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